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PHONOGRAPHIC MAGAZINE.

JEROME B. HOWARD, EDITOR.

VOLUME XXV.

CINCINNATI:
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1911.

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INDEX.

	PAGE
Accuracy Contest, Speed and.....	61
Accuracy versus Carelessness. By Chas. H. Gladfelter	339
Alabama Shorthand Reporters' Association.....	10
Announcements.....15, 73, 99, 130, 159, 224, 287,	343
Central Commercial Teachers' Association.....15,	99
Program.....	99
Typewriter Contest.....	99
Eastern Commercial Teachers' Association.....15,	73
Program.....	73
National Shorthand Reporters' Association.....130, 159,	224
New York State Stenographers' Association—Annual Convention, 1911.....	343
Northeastern Ohio Teachers' Association Shorthand and Typewriting Contest.....	287
Rules to Govern the Contest for the Adams International Trophy for Speed and Accuracy in Shorthand.....	159
Speed Contests.....	130
Thirteenth Annual Convention.....	160, 224
Annual Convention of the Central Commercial Teachers' Association at Des Moines.....	149
Annual Convention of the National Shorthand Reporters' Association, The Thirteenth. Reported by Dr. William D. Bridge.....	273
Anstie, H. Ernest.....	216
Answers to Correspondents.....14, 45, 160, 194, 252, 312,	343
Balance of Motion.....	252
Differences Between Benn Pitman and Munson Phonography.....	344
Disyllabic Diphthong-signs of Especial Use to the Reporter.....	344
General Principle Controlling Upward and Downward "L" and "R," The.....	313
Grammatical Types of Phrases, The.....	314
Irregular Triple Consonants of the "Spl" Series.....	313
New Use of the Small Semi-circles, The.....	252
Omission of Suffix "-ed,".....	312

	PAGE
Answers to Correspondents—Continued.	
Pen Preferred to the Pencil, The.....	45
Position of Derivative Words.....	160
Preparation of Learners for Court Reporting.....	252
Restored Forms in Phrase-writing.....	253
Revised Lesson XIII of the "Amanuensis".....	252
Touch Typewriting and the Extra Keys.....	14
Upward and Downward Sh.....	252
What is "Success" Shorthand?.....	343
Why the Logograms for "Men" and "Gentlemen" are in the First Position.....	194
Arkansas Shorthand Reporters' Association.....	62
Benn Pitman Memorial Service, The.....	241
Benn Pitman System in England, The.....	191
Blindfold Reporting, A Good Job of.....	249
Brief Sketch of the Life of Benn Pitman, A. By Jerome B. Howard...2, 29, 63, 89, 122, 151,	183
Brotherhood, The Pitman.....	248
Business School, Discipline in the. By Erminie A. Williams.....	70
Carelessness, Accuracy versus. By Chas. H. Gladfelter	339
Central Commercial Teachers' Association, Annual Convention of the.....	149
Certifying Shorthand Reporters, The New York Law for. By David H. O'Keefe.....	192
Congress, The Eleventh International Shorthand.....	306
Connecticut Business Educators' Association, Eighth Annual Convention of the.....	43
Contest, Speed and Accuracy.....	61
Convention of the Central Commercial Teachers' Association at Des Moines, Annual.....	149
Convention of the Connecticut Business Educators' Association, Eighth Annual.....	43
Convention of the Eastern Commercial Teachers' Association, Fourteenth Annual.....	117
Convention of the National Commercial Teachers' Federation, Fifteenth Annual.....	35

	PAGE		PAGE
Correspondence.....	12, 44, 72, 98, 130, 193, 250,	Dots and Dashes— <i>Continued.</i>	
Bill Providing for Certification of Shorthand Reporters in New York, A.....	72	Kansas Shorthand Writers Organize..	288
Certified Public Stenographers' Bill in New York.....	14	Monroe Medal, The.....	74
Do the Public High Schools Turn Out Adequately-prepared Shorthand Amanuenses?.....	12	Mysterious Spell, A.....	254
Graduated Phonography.....	45	New Game of Shorthand, A.....	101
Help in Time of Trouble, A.....	193	North Carolina Stenographers' Asso- ciation.....	101
Increase Compensation for Official Court Reporters in Utah.....	98	Official Report of the National Com- mercial Teachers' Federation, 1910..	132
In Memoriam.....	44	Oklahoma State Association Meets, The.....	287
Modern Helps.....	45	Orange County Stenographers' Club, The.....	315
More Testimony in Favor of the Com- mercial High Schools.....	45	Per-diem Charges in California Infer- ior Courts.....	131
Movement to Secure a Universal Al- phabet thru Government Aid, A....	250	Pitman Brothers, The.....	225
Murphy Makes Correction, Mr.....	98	Proceedings of the Twelfth Annual Meeting of the Pennsylvania Short- hand Reporters' Association.....	253
No Doubt as to the Place of Shorthand in the High School.....	73	Progressive State, A.....	75
Note from the Official Shorthand Re- porter of the United States Senate, A.....	12	Public Stenographers' Charges.....	74
Phonography the Business Man's Time-saver.....	342	Shorthand as an Aid to Composition..	254
Reading Classes Pay.....	12	Shorthand Is Not Writing.....	344
"Shorthand Is Swell".....	193	Shorthand Writers Need a Liberal Education.....	161
Uninformed Greggite, An.....	130	Simpler Spelling Demanded.....	254
Who Are the True Believers?.....	193	Simplified Spelling.....	162
Death of Benn Pitman, Resolutions Adopted by the National Commercial Teachers' Federation on the.....	9	Simplified Spelling Bulletin.....	195
Dictation. By J. E. Fuller.....	279	Smith Premier Home Office Removed Spanish View of American Congres- sional Reporters, A.....	161
Dictation to a Stenographer a Publica- tion in the Law of Libel? Is.....	335	Spelling Reform Needed.....	315
Discipline in the Business School. By Erminie A. Williams.....	70	Stenography, High-school.....	337
Dots and Dashes.....	16, 46, 74, 100, 131, 160, 194, 225, 253, 287, 315,	Superintendent Maxwell Advocates Simplified Spelling.....	131
Annual Meeting of the Utah Short- hand Reporters.....	225	Tenth International Shorthand Cong- ress.....	101
Arrangements for the Next Federation Meeting.....	160	Twelfth Annual Meeting of the Texas Shorthand Reporters' Association..	194
Bad Spelling of the Great, The.....	315	Venerable Student of Shorthand, A....	46
Bill in Pennsylvania Legislature to Ex- tend Official Shorthand Reporting of Criminal Cases.....	16	What Phonography Has Done for Sol- diers' Orphans.....	46
"Boost for Albany".....	75	Women Shorthand Writers Not Labor- ing Women in California.....	194
Boston's High-school Plans Reorgan- ized.....	100	Worthy of His Hire.....	254
Buffalo Shorthand Writers Organize..	100	Early Unpublished Portrait of Benn Pit- man, An.....	279
Called a Snogafer for Him.....	316	Eastern Commercial Teachers' Associa- tion, Fourteenth Annual Convention of the.....	117
Close Call, A.....	75	Editorial.....	97, 130, 222, 285, 311,
"College Pupils Impede Progress at High School".....	195	Another "Auto-Amanuensis".....	341
Cud, The.....	74	As to Blackboards.....	341
Dictionary Habit, The.....	288	Civil Service Letters.....	97
Eight-hour Law Upheld by Fine in Washington.....	254	Promising Phrasing Expedient, A....	311
For Control of Court Reporters.....	132	True Test, The.....	285
Intensified Commercial Courses in the Roxbury High School, Boston.....	161	Vacation Addresses.....	130
Interesting Relic, An.....	254	Weakness and a Corrective, A.....	222
		Efficient Stenographer Will Do, Some Things the. By Isaac Motes.....	308
		Eighth Annual Convention of the Con- necticut Business Educators' Associa- tion.....	43
		Eleventh International Shorthand Cong- ress, The.....	306
		England, The Benn Pitman System in..	191

INDEX.

vii

	PAGE		PAGE
Feminine Perfection, The Rule and Test of	340	Obituary— <i>Continued.</i>	
Fifteenth Annual Convention of the National Commercial Teachers' Federation	35	Henderson, John H.	102
First Annual Meeting of the Kentucky Shorthand Reporters' Association	181	Parsons, Clarence August	163
Fourteenth Annual Convention of the Eastern Commercial Teachers' Association	117	Peters, Byrd A.	133
Good Job of Blindfold Reporting, A	249	Pocknell, Edward	103
How Long Will It Take to Become a Successful Stenographer, What Must I Do, and. By Charles H. Gladfelter	11	Robins, E. H.	17
High School Commercial Teachers' Association, The New England. By F. E. Lakey	305	St. John, George H.	17
High-school Stenography	337	Welch, Andrew C.	47
How Should a School Be Run? By George Shankland Walworth	156	Weller, Margaret A.	163
Importance of Quick Thinking, The. By Isaac Motes	283	On the Non-professional Uses of Phonography. By Warren Atkinson	333
International Shorthand Congress, The Eleventh	306	Pennsylvania Shorthand Reporters' Association, Twelfth Annual Meeting of the	220
Ireland—Sporting Editor	61	Perfection, The Rule and Test of Feminine	340
Is Dictation to a Stenographer a Publication in the Law of Libel?	335	Personal	16, 46, 75, 132, 194, 255, 288, 316, 345
Job of Blindfold Reporting, A Good	249	Phonetic Shorthand	18, 49, 77, 104, 134, 164, 197, 227, 257, 290, 317
Kentucky Shorthand Reporters' Association, First Annual Meeting of the	181	Civil Service Letters (A. S.)	107-134, 140-164, 171-197, 203-227, 233-257, 263-290, 296-317, 320-346
Last of the Pitmans, The	128	Hawthorne's Biographical Stories	18, 49, 77, 104, 138, 168, 200, 230, 260, 293
Law for Certifying Shorthand Reporters, The New York. By David H. O'Keefe	192	Lamb's Tales from Shakespeare (A. S.)	21, 52, 81
Libel, Is Dictation to a Stenographer a Publication in the Law of	335	Succession of Forest Trees (A. S.)	349
Life of Benn Pitman, A Brief Sketch of the. By Jerome B. Howard	2, 29, 63, 89, 122, 151, 183	Testimony in United States v. Mitchell (R. S.)	24, 55, 83, 111, 144, 174, 206, 236, 266, 299, 324, 353
Meeting of the Kentucky Shorthand Reporters' Association, First Annual	181	Phonographer's Vocabulary, The. By C. A. Chessman	220
Meeting of the Pennsylvania Shorthand Reporters' Association, Twelfth Annual	220	Pitman, A Brief Sketch of the Life of Benn. By Jerome B. Howard	2, 29, 63, 89, 122, 151, 183
Memorial Service, The Benn Pitman	241	Pitman, An Early Unpublisht Portrait of Benn	279
Methods of Teaching Shorthand	213	Pitman, Benn, 1822-1910	1
Murphy, Edward V.	62	Pitman Brotherhood, The	248
National Commercial Teachers' Federation, Fifteenth Annual Convention of the	35	Pitman Memorial Service, The Benn	241
National Shorthand Reporters' Association, The Thirteenth Annual Convention of the. Reported by Dr. William D. Bridge	273	Pitmans, The Last of the	128
New England High School Commercial Teachers' Association, The. By F. E. Lakey	305	Pitman System in England, The Benn	191
New Members of the Simplified Spelling Board	307	Portrait of Benn Pitman, An Early Unpublisht	279
New York Law for Certifying Shorthand Reporters, The. By David H. O'Keefe	192	Preparation of Real Stenographers, The. By George Shankland Walworth	93
Non-professional Uses of Phonography, On the. By Warren Atkinson	333	Prize Contest, Transcription	96, 128
Obituary	17, 47, 102, 133, 163, 226	Quick Thinking, The Importance of. By Isaac Motes	283
Bond, Daniel W.	48	Real Stenographers, The Preparation of. By George Shankland Walworth	93
Hahn, S. A. D.	226	Resolutions Adopted by the National Commercial Teachers' Federation on the Death of Benn Pitman	9
		Rule and Test of Feminine Perfection, The	340
		School be Run, How Should a. By George Shankland Walworth	156
		Schools and Teachers	17, 47, 76, 101, 133, 162, 195, 226, 255, 289, 316, 345
		Shorthand, Methods of Teaching	213
		Shorthand Writers' Association of Philadelphia, The	42
		Simplified Spelling Board, New Members of the	307

	PAGE		PAGE
Some Things the Efficient Stenographer Will Do. By Isaac Motes	308	Thirteenth Annual Convention of the National Shorthand Reporters' Association, The. Reported by Dr. William D. Bridge	273
Speed and Accuracy Contest	61	Transcription Prize Contest	96, 128
State Normal School, Salem, Massachusetts	96	Twelfth Annual Meeting of the Pennsylvania Shorthand Reporters' Association	220
Stenographer Will Do, Some Things the Efficient. By Isaac Motes	308	Uses of Phonography, On the Non-professional. By Warren Atkinson	333
Teaching Shorthand, Methods of	213	Vocabulary, The Phonographer's. By C. A. Chessman	220
Test of Feminine Perfection, The Rule and	340	What Must I Do, and How Long Will It Take, to Become a Successful Stenographer? By Charles H. Gladfelter	11
Test That Tells, The	69		
Things the Efficient Stenographer Will Do, Some. By Isaac Motes	308		
Thinking, The Importance of Quick. By Isaac Motes	283		

NAMES OF CONTRIBUTORS AND CORRESPONDENTS.

	PAGE		PAGE
Atkinson, Warren	333	May, Edith M.	193
Balcomb, C. A.	213	Monroe, W. I.	44
Bould, Walter	342	Motes, Isaac	283, 308
Chessman, C. A.	220	Murphy, E. V.	12, 98
Drew, Susan	336	Reigner, Charles G.	130
Engels, Henry A.	72	Ruppenthal, J. C.	193, 251
Folland, W. H.	98	Setterdahl, Etta	73
Fuller, J. E.	117, 279	Stephenson, Caroline	193
Gladfelter, Charles H.	11, 339	Trueman, George J.	12
Horner, Mary S.	149	Valter, Elizabeth	12
Howard, Jerome B. . . 2, 29, 63, 89, 122, 151, 183		Walworth, George Shankland	93, 156
Knowles, T. C.	45	Ward, J. G.	45
Lakey, F. E.	305	Williams, Erminie A.	70
		Wright, Dr. William B.	273

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CONTENTS.

	Page.
A BRIEF SKETCH OF THE LIFE OF BENN PITMAN.—Continued—By Jerome B. Howard.....	29
FIFTEENTH ANNUAL CONVENTION OF THE NATIONAL COMMERCIAL TEACHERS' FEDERATION.....	35
THE SHORTHAND WRITERS' ASSOCIATION OF PHILADELPHIA.....	42
EIGHTH ANNUAL CONVENTION OF THE CONNECTICUT BUSINESS EDUCATORS' ASSOCIATION.....	43
CORRESPONDENCE.....	44
In Memoriam.—Modern Helps.—Graduated Phonography.—More Testimony in Favor of the Commercial High Schools.	
ANSWERS TO CORRESPONDENTS.....	45
The Pen Preferred to the Pencil.	
DOTS AND DASHES.....	46
PERSONAL.....	46
SCHOOLS AND TEACHERS.....	47
OBITUARY.....	47
PHONETIC SHORTHAND— <i>Amanuensis Style</i> .—Learners' Department.—Hawthorne's Biographical Stories.—Continued. Lamb's Tales from Shakespeare.—Continued....	49, 52
<i>Reporting Style</i> .—Testimony for the Prosecution in the Case of the United States versus Robert Hayes Mitchell.—Continued.....	55

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A BRIEF SKETCH OF THE LIFE OF BENN PITMAN.— CONTINUED.

BY JEROME B. HOWARD.

The six months that followed the landing of the Pitman family in Philadelphia were months of energetic activity mixt with anxious cares and deep sorrows. Within that period the second son was born and died; and he was soon followed to the grave by his elder brother, leaving the two-year-old daughter, Agnes, the only living child.

Public lectures on Phonography were delivered at the Spring Garden Institute and elsewhere, in Philadelphia and neighboring towns, public and private classes of considerable size were formed, and much enthusiasm was aroused. Among the pupils taught at this time was Moses Lobo, long connected with the United States Mint, and an ardent phonographer to the end of his days. A pleasant incident of the meeting of the National Shorthand Reporters' Association, held at Cincinnati, in 1903, was Mr. Lobo's attendance and reunion with his old teacher, after an interval of just fifty years.

The work in Philadelphia was successful and satisfying, but the field was by no means a new and unbroken one. As early as March, 1848, Oliver Dyer had preached the phonographic gospel in the City of Brotherly Love, and had formed

classes in the Central High School, from which, under his instruction and that of his immediate successors, was turned out a group of young phonographers destined to become famous as reporters of the debates of Congress and of other important proceedings. The Murphy brothers, John J. McIlhone, and David Wolfe Brown (men whose names need only be mentioned to be recognized as exponents of the phonographic art of the highest distinction) were among the number. When Dyer left Philadelphia to go to Washington to take care of the organization of the Senate corps of shorthand reporters at the assembling of Congress in December, 1848, his place in Philadelphia was filled by such men as Robert Patterson, Epinetus Webster, and James C. Booth, all of whom taught the art, and even printed some elementary text-books expounding it. Besides these, James A. Kirkpatrick, one of the faculty of the Central High School, who had joined Dyer's first class, took up the work of phonographic instruction in that institution at the point where Dyer dropt it.

The phonographic seed had, therefore, been thoroughly scattered in Philadelphia by the time Benn Pitman reacht it, and while he was able to do much to nourish the growing plant, he could but feel that this services in that field were not indispensable. It was natural, therefore, that, when, afte-

half a year's work, he visited what was then the great West, he should promptly choose it as his own special field of activity and future labor.

It came about in this way: In the preceding year (1852) Horace Mann (then at the zenith of his fame as the effective reformer and improver of the Massachusetts state school system, and as a distinguished member of Congress from the Bay State) had accepted the presidency of Antioch College, at Yellow Springs, Ohio. The advent of this great scholar and educator had a profound and stimulating effect upon the educational movement of



Benn Pitman in the 50's.

the Western states, and in 1853 Mann was induced to assume the direction of a great teachers' institute to be held in Dayton in the summer of that year. Looking to the East for his star attractions, Mann extended to Benn Pitman an invitation to give a series of addresses on the new phonetic idea as applied both to shorthand and to typic print. The invitation was accepted and the lectures were received with such eager and spontaneous enthusiasm that the speaker

knew that here he had found his true field. In the fall of the same year the Pitman family removed to Cincinnati, then the largest city west of the Allegheny Mountains. That an instant conclusion was reached to choose this as the permanent home is evidenced by the fact that the school opened in rooms on the northeast corner of Fifth and John streets was at once named The Phonographic Institute.

Here lessons in Phonography were given by both Benn Pitman and the young wife. Evidently the school prospered, for before the year was at an end, Mr. Pitman had found it advisable to increase the working efficiency of the Institute by joining with him in partnership a young Cincinnati phonographer whom he had learned to know at the Dayton meeting, and together they sent out the following announcement:

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Hitherto, the American Phonographic and Phonetic publications have, with rare exceptions, been far inferior in appearance and correctness to the English. This reproach ought not to exist; and they who succeed in removing it, will be benefactors to the Phonetic Cause.

Much as has been accomplished by those

pioneers who have devoted their time and energies to the advancement of this Reform, there can be no question as to the immense field in which the seeds of Phonetic Science have yet to be disseminated.

Benn Pitman, and R. P. Prosser, enter upon the work of publishing with the fullest assurance that industry, skill, and means, may accomplish much towards creating and maintaining a deep interest in this important Reform. To its dissemination will their entire energies be directed, and they trust to labor in such a way as to secure the hearty co-operation of all intelligent Phonographers and Phoneticians in the United States.

To carry this ambitious program into effect it was necessary first of all to decide upon a method of reproducing phonographic characters in print which should be distinct and clear, and at the same time sufficiently moderate in cost to hold out a prospect of the publications yielding a living profit.

Before leaving England, Benn Pitman had given a pledge to Isaac Pitman to establish in America, as soon as practicable, a phonetic magazine in the corresponding style and another in the reporting style. To fulfil this promise promptly was his strongest desire.

In England all phonographic periodicals had been produced by means of autographic transfer lithography, a process in which Isaac Pitman himself was, by his natural deftness of penmanship and by long practise, a past master. This process is carried out by writing the phonographic characters with a special pen on a special paper with a special ink. When the writing is finished it may, by suitable apparatus, be transferred to a lithographic stone, from which a few thousand copies only can be printed without rewriting. The pen is of a fineness of point comparable only to the finest cambric needle; the paper is sized with a smooth mucil-

laginous surface; the ink is thick and greasy. To produce fine, thin, clear, uniform lines, under these conditions requires not only a very light but a very firm and a very rapid touch. This Isaac Pitman possessed in a remarkable degree, and his lithographic transfer-writing has never been approached in point of quality by that of any other hand, though there were several that tried it with greater or less success, both in England and America. In America the results had been especially disappointing, due, no doubt, to inferior transfer-writing, and perhaps even more to poor workmanship in the lithographic transferring and printing by craftsmen less skilful, though more highly paid, than those of England.

It was evident, therefore, to the partners in the young publishing firm that a new and better process for printing phonography was a necessary condition of success in their enterprise, and after as thorough an investigation as possible it was decided to use a different kind of lithography—that of engraving the shorthand characters directly on the stone, instead of transferring them to the stone from a written transfer-sheet. To accomplish this it was necessary that the workman should be both a phonographer and an engraver, and to meet this combination of talents it was necessary either to educate a professional engraver as a phonographer or to educate a phonographer in the art of engraving. Choosing the latter horn of the dilemma, Benn Pitman set to work to master the engraving art himself, at least so far as might be necessary to enable him to produce well-executed phonographic charac-

ters. The technical difficulties to be overcome are fully described in the issue of the *Phonographic Magazine* for June, 1854. Their recital is too lengthy to be reproduced here. Suffice it to say that it was necessary to incise with a needle-pointed tool the phonographic characters *in reverse* upon the polished surface of a lithographic stone specially prepared for the purpose, then to go over them with another tool for thickening the heavy strokes, then again to insert the vowels, again to insert the headings in longhand, and finally to revise and correct minutely any errors the inexperienced artist might make.

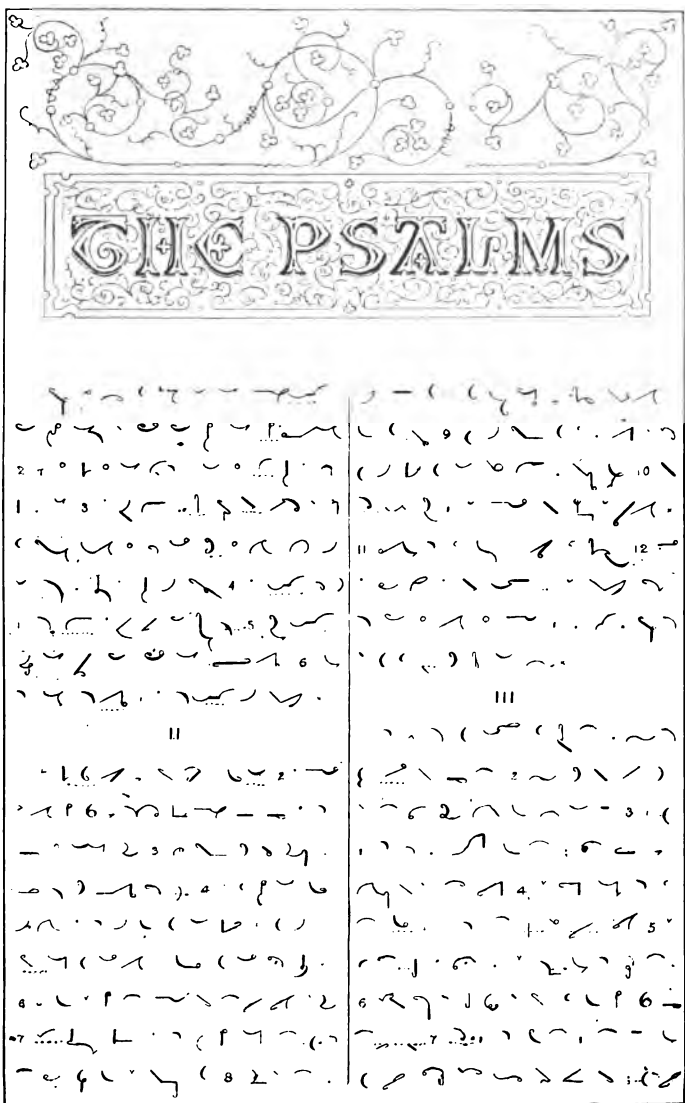
By January, 1854, the process was so far mastered as to admit of the beginning of a sixteen-page monthly in the corresponding style, entitled *The Phonographic Magazine*, and a second of equal size in the reporting style, called *The Phonographic Reporter*. By March there was also published the first text-book put forth by the Phonographic Institute—"The Reporter's Manual and Vocabulary," by Benn Pitman and R. P. Prosser, a duodecimo volume of 125 pages, dated January, 1854. This work was an exposition of the principles of abbreviation by the application of which Phonography is fitted for the purposes of verbatim reporting, and it was the forerunner, and virtually the original edition of, *The Reporter's Companion*. In addition to an explanation of the principles of abbreviation, it contained a vocabulary of several thousand words engraved in Phonography, with key in ordinary type, the shorthand and letter-press pages being interleaved so that the phonographic outlines appeared on opposite and facing

pages to the longhand key. It furnished, moreover, a series of exercises similarly interleaved with key, and, finally, several lectures, orations, and essays printed in phonography with the keys again interleaved.

The quality of these stone-engraved notes produced a profound impression in phonographic circles both in the United States and England. Nothing approaching them in beauty and clearness had ever been seen, and to this day they have never been exceeded in these respects. The reproduction herewith given, by means of photo-engraving, of a page from the Book of Psalms by no means does justice to the process, and gives the reader of these pages but a faint idea of the exquisite fineness and delicacy of the stone-engraved original. The ornamental heading is a characteristic example of the manner in which all the stone-engraved books and magazines issued at this period from The Phonographic Institute were beautified by Mr. Pitman's deft hand and fertile brain.

There were not wanting sincere friends of a utilitarian temper (Isaac Pitman himself among the number) who severely censured Benn Pitman for "wasting time" on these "fanciful decorations." Here is his answer, as given in a later issue of the *Magazine*:

As to the ornamental headings, by far the majority take considerably less time than would "plain writing." It is well known that nothing is more difficult in engraving than to produce well-formed Romanic letters and plain long-hand writing. We can manage to produce decent ornamental headings, which afford a grateful relief to the plain lines of Phonography, but were we to attempt the "plain style" it would be sure to result in failure, unless we spent an amount of time over it that we cannot at present command.



The bringing to perfection of this new process of phonographic printing involved something more than the mere mastery of the technique of engraving the phonographic characters on the surface of the stone. At first it was believed the finisht results sought for might be obtained by sending the stone thus engraved to a regular lithographing establishment, where a proof would be "pulled" by a workman and "transferred" (just as the autograph sheets above described were transferred) to a second stone, from which the work should be re-produced by the rapid and inexpensive lithographic surface-printing in common use. But unexpected difficulties arose. It was found that the transferer's work never reacht such a degree of perfection as to place the lines on the new stone clear and unbroken. The finisht work thus produced was so unsatisfactory that after one issue of the *Magazine* it was determined to print directly from the engraved stone itself. The quality of work thus produced was all that could be desired, but the method of procedure was slow and difficult, being, in fact, precisely like the copper-plate engraving by which ordinary visiting cards are made to this day, the engraved stone taking the place of the incised copper plate. The regular lithographers askt double price for work thus printed, and disliked it at any price, so it was resolved to set up a complete lithographic outfit at the Phonographic Institute and to do the work there with their own helpers. A printing-office, too, equipt with the ordinary types and furniture, was also installed for the production of the typic portions of books.

So laborious was all this prepara-

tion, and so intense was the application required to make it, that before the year 1854 was half finisht the head of the enterprise paid the natural penalty of overwork in an unaccustomed climate, and for five weeks he was confined to his bed by a serious illness, and was able to return to his duties only after other weeks of convalescence in the country air near Cincinnati. This was, so far as is known to the writer, the only sickness suffered by Benn Pitman during his lifetime until the coming of the malady that terminated his life.

But so well had his measures been taken, and so far were his plans advanced before this illness came on, that the issue of the two periodicals was without interruption carried on by the young partner, who had, besides, the invaluable advice and assistance of Mrs. Pitman, then as ever the true and capable helpmeet in all her husband's undertakings.

The results of the first year's work in Cincinnati and the outlook for the year that was to follow are thus summed up by Mr. Pitman himself in the December issue of the *Magazine*:

The past year has been one of more pleasure and more toil than any previous year of our life. We have been engaged in pursuits which, though new, were congenial to our disposition, and the conviction that we were performing some use to society, and earning the thanks of phoneticians has made a pleasure of that which would otherwise have been a most wearying toil.

During the past year we have produced two volumes of the *Magazine* and the *Reporter*; "The Reporter's Manual and Vocabulary;" the sheet of "Phonographic Copy Slips;" the "Phonetic Chart;" and the "Phonetic Primer." A new "Manual of Phonography," and the "First Phonetic Reader" nearly completed. Add to these the reporting, correction, and partial writing out of a dis-

cussion which fills a book of four hundred pages. This is not a great list to show for ten months' labor—for two months were lost in sickness—but it makes considerable difference when it is remembered that the publication of some of our works, as, for instance, the "Phonetic Primer," does not merely involve the compilation, but the cutting of types, designing and drawing the illustrations on wood blocks, and to some extent the engraving itself. The publication of the *Magazine*, *Reporter*, and "Reporter's Manual and Vocabulary," includes not only the labor attendant on 440 pages of engraving, but, occasionally, the capital exercise of grinding and polishing the stones, "preparing" them, writing matter, engraving it, taking proofs, correcting the stones, and, sometimes, printing the sheets at the press.

Our labors during the past year have all been experiments; we had everything to learn; but it is some pleasure to know that our "experiments" have given more satisfaction to our friends than to ourselves. We have, moreover, the gratification of knowing that hundreds have had their interest in Phonography and phonetics revived by our labors; proving that the presentation of our favorite arts in a more fitting and attractive garb has not been in vain.

The coming year is full of hope and promise; we look forward to it with the most joyous anticipations. It will, we have reason to believe, be a year as full of pleasure as the past, and freer from unremitting labor. We hope to be exempt from "all work and no play," which made the "Jack" of juvenile history such a "dull boy."

In these days of stirring incidents by flood and field, when the piping times of peace have fled, and bloody war again unsheathes his sword, it is provoking to be shut up in one's office, poring over dull manuscripts, answering prosy letters, or scratching away at a great big stone, and no time even to ascertain how matters are progressing in the "East"—no time to read the records of the slaughter, drowning, collision, epidemic, and death which have rendered this year so memorable!—so think not we. Our pleasantest seasons have past when the outward world has wagged on after its own fashion, and we have been all but unconscious of its doings. Weeks have past during this year, both before and since our illness, without our having an open newspaper in our hand. Amusements have but been dreamed of. Minstrels black and white have visited our city,

Julien the incomparable, and Ole Bull the unapproachable, have come and gone, and we unable to enjoy their ravishments! But we have enjoyed our labors, and hesitate not at the close of the year to say so; to tell in gossiping fashion what we have done, and what we hope to do, and to freely confess that all would have been better had it been better done; but the "better" is reserved for the better year coming. That the young year may deal gently and lovingly with us, and with all our friends, enemies, and patrons, that at its close there may be fewer banks shut up, fewer dishonest and careless postmasters in office, more money and more phonetic books in the land, is the sincere wish of the scribe.

To be continued.

FIFTEENTH ANNUAL CONVENTION OF THE NATIONAL COMMERCIAL TEACHERS' FEDERATION.

The fifteenth annual convention of the National Commercial Teachers Federation was held in the Auditorium Hotel, Chicago, December 27 to 30. Following the precedent established at Louisville, the sessions, general and sectional, were all held in the headquarters hotel. The plan is an excellent one, conducing to the renewal of acquaintances that are so helpful in cementing the membership of a large organization. Morton MacCormac, chairman of the committee on arrangements, ably assisted by the members of the committee, had provided for the comfort and pleasure of every one in attendance to such an extent that the Chicago meeting will long be remembered as one of the most harmonious meetings ever held. Not a ripple disturbed the calm equilibrium of the meetings, which was most gratifying to the president, Enos Spencer of Louisville, who presided with dignity and gentleness.

Tuesday afternoon the meeting of the executive committee was

held. Tuesday evening the reception was held in the parlors of the hotel, the members greeting old friends and extending the hand of good fellowship to new ones. One clique, noticeable as a group of merry-makers, betook themselves to one side only for a few moments to plan a little feast. They were the surviving members of the Mammoth Cave party of a year ago, and a permanent organization was effected for the purpose of holding reunions at these meetings in remembrance of the pleasures as well as the trials of that excursion.

Wednesday afternoon the first meeting of the Federation was held. The first speaker, Leroy T. Steward, the chief of police of Chicago, in extending a welcome on behalf of Chicago, emphasized the importance of the work of the teacher, pleading for the need of a strength in teaching that will overcome the element in our cities which is most to be deplored, the hoodlum element. The hoodlum element is that element which may be characterized as misdirected effort. People have been treated in the mass too long. We must reach and touch the individual. The average man and woman at best have only the crudest ideas of their duties to themselves, to their fellows, to society, to the state. Any man who goes wrong is one who does not coordinate. The average man does not know how to use his brain.

Harlan Eugene Read, of Peoria, responded to the welcome and in a few well-chosen words expressed on behalf of the Federation the pleasure of meeting in Chicago and listening to the helpful words of Mr. Steward.

In his annual address the presi-

dent, Enos Spencer, encouraged the members to realize even more fully the importance of commercial education. He pointed to higher ideals that should lead us onward and upward in our task of training for a sound, safe, and substantial business career. He especially emphasized the need for longer and more comprehensive courses, contrasting the length of time given to a training for business, upon the security of which depends the prosperity of all, with the length of time devoted to the preparation for the professions.

The last speaker of the afternoon was S. G. Williams, of Rochester, who gave some strong remarks on the subject "Business School Stamina."

The evening session was opened in a delightful manner with music by the Ladies' Harmonic Quartet. The first speaker was Mrs. Ellen Spencer Mussy, of Washington, D. C., a member of the family that has been so long and favorably known in commercial-school work, the youngest daughter of that great pioneer, Platt R. Spencer. Mrs. Mussy is dean of the Washington College of Law. Her address was full of inspiration as she discussed "The World's Work and Workers." She said in part:

The problems of the world to-day are not those of the last century. Conditions have changed. We feel that the sea is for the strong. The captains of industry never sit in the lone dark alley. They have forged their paths. No one is a good citizen who lives upon the charity of others. The world belongs to those who go forth and work for it. Lack of business education amounts to little to a boy of sixteen, but it means much to the man of thirty. The keynote of success is readiness for the opportunity.

The constructive and real leaders in the world's work are those who have increased production. The most expensive thing we have is that class of people who

go through the motions, but do no real work. The demand is for schools that train for life, character, and usefulness. Woman is taking her place in this work, and doing her share. Some one has said that women who imitate men, especially if successful, make fools of themselves. But the period of imitation is passing. God could n't be everywhere, and so he made mothers, but he did n't put them all in families.

Do n't bring up girls on the theory that when they marry they do not need to work. The census reveals that of the various lines of business in which women may share, fifty per cent are handled by women between the ages of twenty and fifty-seven. Public opinion is changing. The father sees that the girls must be trained for efficient service as well as the boys. The watchword of the day is trained and efficient service.

The next speaker was that splendid pioneer, Col. George Soule of New Orleans, who spoke on "The Good of the Cause."

What is the cause? Business education which is the training for business as an occupation and a livelihood those whose time and means will not allow them to prepare for the professions. The lamp that lights our pathway is commerce. Our cause is one of great merit and worthy of protection, but it is threatened by various conditions which are enemies to its good.

They are: first, low-grade business schools with low standards, a smattering course, thus supplying low-grade help; second, unconditional guarantee schools; third, those schools making seductive promises which they are unable to make good; fourth, high schools with only partial courses; fifth, life-scholarship schools. These are the exaggerated soliciting schools. Sixth, chain, or trust, schools. These are inimical to the ethics, honor, and welfare of our cause. The chain school is the most recent development in our line of work. It is the exemplification of the love of gold rather than the golden rule. It enriches one man and is monopolistic in thought. It injures the cause of business education by circumscribing and opposing fair competition, by opening schools in small towns, and by enticing small children from the grades to become students when their immaturity of mind militates against their proving satisfactory in business offices.

In 1863, the Bryant and Stratton chain

embraced forty-three schools. This was the first chain. It collapsed. Why did it fail? Because the economic and ethical principles on which it was conducted were not fair. It would seem that the speculative schools are opening the way to our fall. From Dante's "Inferno" we learn that those who live in a state of apathy to the condition of those about them shall be punished in a suburb of Hades.

The state should create a board of business education advisors, reporting to the state legislature, or to the state superintendent of public instruction. But the remedy does not lie wholly with the legislatures. We must work from within. We can do these things: first, make and hold our schools first class in every respect; second, expose all charlatanism; third, expose all acts showing the commercializing spirit as against the spirit of ideals. Thou must be true to thyself if thou wouldst be true to others.

One of the most delightful features of the meeting was the luncheon given in compliment by the Remington Typewriter Company, on Thursday. Enos Spencer was a most felicitous toastmaster. Dr. Frank Gunsaulus, president of Armour Institute of Technology, and pastor of Central Church, was the first speaker in the symposium on business education. He said:

There are certain things we, as teacher, have to do: teach our pupils their trades, and teach them to think right about their business. As yet not sufficient stress has been placed upon teaching them to think right about their business. They are not taught to think in the right way about positions and what they have to do. I would call my subject "The New Gospel of Efficiency." History reveals that most of the efficiencies in all lines are group about a certain set of ideals. We must develop the highest ideal. Train to be prepared for any emergency.

Von Moltke said it would take France twenty-seven days to mobilize her army, but it will take Germany only eighteen days, and in those nine days the war will be over. Von Moltke was right. Germany was prepared.

Consolidation is one of the great tendencies of the day. We can not stop the trust. We can only regulate it. We can take the spirit of the trust and mold it.

What are good commercial schools? Every man and woman has a different definition, but that there should be found in them a training of common sense all will agree. Common sense is an attribute of mind that looks back of a series of acts to find what to do under given conditions. A certain amount of common sense can be acquired. Teach boys and girls to stop and think. Tell every student who goes into a business house to find out what the house stands for. Teach them loyalty. Can't make a success of life without loyalty. Develop open-mindedness. Japan, that rapidly growing nation, surprising the world, took from the West what was best and she took from the East what was best.

Develop individuality. Develop a scientific basis or standardization of your work. Make everybody do the way the best man does. Train along the line and staff idea of business.

Nelson Lampert, vice-president of the Fort Dearborn National Bank, laid stress on the importance of lectures on money, its origin and circulation. Study credit. Study the products of the farm, when distributed and how. Study manufacturing enterprises. Study the productive forces of the world and the products of these forces.

J. T. Thornton, manager of the Remington Typewriter Company, made a plea for a return to the fundamentals. The ability to take the initiative is most valuable. We must know what it is and how to develop it. An understanding of what education is should be impressed upon the student. It is not making money. It is the preservation of a practical ideal. We must know what knowing is and how to develop the knower. The best ability is reliability.

Harry A. Wheeler, president of the Chicago Association of Commerce, believes that in our planning for commercial education we must pay particular attention to mathematics, giving thorough drills in its branches, and we must also develop

care in shorthand. These he regarded as the two rails of commercial education. There is a third rail of great importance which we can not afford to neglect. This is the man-building side of education. More to be desired than the one possessing speed and accuracy is the one who realizes the law of service, and who realizes that business is governed by this law. This ideal of service should be high.

At the close of this session the place of meeting and the election of officers took place. Invitations were received from Denver, Cincinnati, St. Louis, and Spokane. It was decided to hold the next meeting in Spokane, in July, 1912, passing the time of the next midwinter meeting. Efforts will be made to induce the other associations to hold their meetings that year in Spokane at the same time and to make the occasion one grand union of the commercial educational forces. There were no Spokane apples at the banquet this year.

The officers elected are Morton MacCormac, president; F. E. Lakey, first vice-president; C. A. Robertson, second vice-president; F. M. Van Antwerp, secretary, and C. A. Faust, treasurer.

The last session was held Friday afternoon with a somewhat reduced attendance. It is unfortunate that so frequently the last meeting of associations is neglected by so many members. Those who are on the program should receive courteous treatment and all should endeavor to accord them the respect due them.

St. Elmo Lewis, advertising manager of the Burroughs Adding Machine Company, Detroit, Michigan, spoke on "The Value and Necessity of Commercial Training."

Robert C. Spencer, president of the Spencerian Business College, Milwaukee, Wisconsin, read an admirable paper on "National Conservation and Business Education." The conservation of our national resources is a subject of considerable discussion. Among our greatest resources are the young people who are annually joining the ranks of workers. This resource should be conserved as well as our forests and our flowing streams. In a system of government such as is ours, dependent upon the character of its people for its preservation, a government established for a definite purpose, viz.: "In order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity," the safeguarding of the common intelligence and character of the people is of supreme importance. This, in Mr. Spencer's opinion, is the reason why there should be a national system of education, a cooperation of county, state, and national authorities for the purpose of more thoroughly correlating the educational forces. Mr. Spencer's address is worthy of serious consideration.

The committee on deceased members introduced resolutions on the deaths of D. L. Musselman and Warren O. Sadler; while Dr. Bridge, a lifelong friend of Benn Pitman, whose death during the time of the meetings cast a cloud over the deliberations, read the resolution on his death. This resolution was printed in the January issue of the MAGAZINE.

The committee on the address of Colonel Soulé, delivered last year, recommended the appointment of a

committee consisting of a member of the Federation from each state whose duty it shall be to take some definite steps to bring the commercial schools of the various states under state supervision for the purpose of raising the standard and eliminating the irresponsible schools that are floating around. The report was adopted.

The committee on simplified spelling reported that the Federation is now represented on the Advisory Council of the Simplified Spelling Board, Gertrude Oren Hunnicutt having been elected to membership in that body. The committee reported progress of the movement and recommended the use of simplified spelling in the report of the proceedings of the Federation, and the continuance of a committee on this subject. The recommendations were adopted without a dissenting vote.

THE FIFTEENTH ANNUAL MEETING OF THE NATIONAL SHORTHAND TEACHERS' ASSOCIATION.

The first session of the National Shorthand Teachers' Association was devoted to the subject, "Training for Speed in Shorthand." This subject was divided into four sections, the first being "The Value of Movement Drills," which G. A. Bohlinger of the Chicago Business College presented. An excellent exercise is to give drills on single strokes, then on the strokes modified by circles and hooks until considerable speed is developed in this exercise. Drill on word-outlines, then on sentences. On one day give five sentences. On the next day dictate again, changing the second sentence by the introduction of a new sentence, changing another and another; then dictate, restoring the

former sentences. This develops alertness on the part of the pupil, which is so necessary in rapid work. The second section on "Building Up A Vocabulary" was not presented, owing to the absence of Mr. Balcomb, who was to have presented it. At the last moment W. E. McDermut was detained, but owing to the circumstances his paper was read, the subject being "Drills on Repeated Matter." Mr. McDermut considered it essential that everything a student writes should be read, and re-read. It is a good plan to assign a certain day's work to be re-read in two or three days. Repeated matter should be combined with new matter.

Miss Dixon, of Chicago, on the subject "Importance of Maintaining Accuracy," said it is important that there should be thorough drill on the principles and their application, accepting nothing but accurate work until the habit of accuracy is established. If a student belongs to a class writing at the rate of sixty words a minute, he goes also into the class writing at fifty words a minute, to maintain accuracy, and he also takes the work with the class writing at seventy words a minute, to develop movement and speed. All that is written at sixty is transcribed.

Emma H. Hagenstein gave a very interesting talk on "Getting Results in Spelling." The discussion was free and many points brought out, such as rewriting the misspelt words fifty times. A plan of maintaining interest is to have two lists of words, one of which has been studied, and the other which has not been seen, the definitions of which are to be looked up. There are three essentials in the study of a word. Its pronunciation must be known.

It must be spelled correctly. There must be the ability to use it correctly in a sentence. There are four classes of words that give trouble, those ending in *ible*, those in *able*, those in *ent*, and those in *ant*. Lists of these words should be carefully studied. Take a word and study its derivative, its definitions, its use, and the class to which it belongs in the parts of speech. Great variety in this work can be introduced, making the study profitable and interesting.

The discussion of the subject "Model Office Training" brought out very clearly the fact that there is yet no uniformity in the estimate of what constitutes a model office. One school considers one thing or certain equipment necessary, while another school considers another necessary. Every school having an equipment that savors of the model office is well pleased with the results. There is great need of an outline of those things that should enter into the conduct of a model office.

The first paper Thursday morning was presented by F. M. Van Antwerp, of the Spencerian School, Louisville, who spoke on the subject "A Day's Work of A Dictation Class." Plan every day's work for development along the line of highest proficiency. Speed is not the only essential. The weakness of our course lies in the fact that there is no logical course in dictation. Many other things in addition to shorthand and typewriting must be known. Train for a day's work in a day, and a heavy day's work. Mr. Van Antwerp is not in sympathy with the modern idea of making things easy. There should be more drill on the meaning and use of words. Dictation should cover a

wide range of subjects. Everything dictated should be transcribed.

The discussion of the subject brought out the importance of the study of context, upon which special drill should be given. Beginning dictation students can not think in shorthand and do not grasp context. A good plan is to give a shorthand page with certain words omitted, accompanied by a list of words from which to make a selection. Divide the notebook page into two columns, into one of which the dictation is written, read, and then rewritten in the other column.

H. L. Andrews, of the Martin School, Pittsburg, says they dictate from twelve hundred to thirteen hundred words, and from ten to fourteen letters must be transcribed before the student can go home. He considers from twenty to forty letters a day's work. When thirty-five letters can be transcribed the student is promoted to the next class.

A. N. Hiron, of the Gary (Indiana) Business College, read a very helpful paper on the "Correction of Transcripts." It is necessary that the requirements of business men should be kept in mind. The dictation class is divided into two sections, known as the advanced class and the office-force class. When a member of the advanced class hands in letters that are mailable the student goes into the office-force class. First, transcript is made from his notes; second, copy is made from a criticism of his own notes and his first copy. Mistakes in English are first considered. The following day there is a drill on the misspelled words. Errors in punctuation are discussed, as are the mistakes in typewriting. The para-

graphing and mechanical arrangement is carefully studied. The student keeps a daily record of his speed. Material for dictation is drawn from every source available.

Dr. William D. Bridge, of New York, in discussing this paper, said:

Shorthand is of no value unless you can read it. Do not allow a day to pass without reading what is written. Require the pupils to read what they wrote yesterday. Divide the class into sections and permit one section to read until a word is mist, when it passes to the next section. Read the sentence through before puzzling over an outline. To increase the vocabulary take lists of technical terms and various lists of words for practise.

"English that Students Like" was the happy subject of the paper by Kate Browning of the Evansville (Indiana) High School. There has been quite a change made in the teaching of English in the last twenty years. The old English was the study and learning of rules, therefore uninteresting. The new English means the development of the power of expression. The English that students like represents life rather than critical thought. Teach the student from the beginning to think logically toward a given point and his language will be good naturally. The English that students like is the English in which they think. Combine theory of grammar with practise in use.

At this time the officers for next year were elected, H. A. Hagar, of Chicago, being elected president, Hattie Cook, of Waterloo, Ia., vice-president, J. Walter Ross, of Wheeling, W. Va., secretary.

D. L. Hodson in his paper, "The Importance of a Right Beginning in Typewriting," emphasized the advisability of requiring correct work in the beginning. There should be the training of all fingers

and the development of independent finger action. Accuracy is the ground-work for all future work.

In the discussion of this and the following subject, "Training for Speed," Mr. Oden, of New York City, related some experiences which illustrate the necessity of beginning right and emphasizing accuracy. The last speed-contest demonstrated the wonderful power of Mr. Blaisdell. When he began his work he began, as many beginners do, to strive for speed, believing that accuracy was not so important. He worked solely for speed and built up a surprising speed. But when the first trial contest was held it developed that after the errors were deducted he ranked very low. Then it was necessary for him to begin again and to overcome all the habits of inaccuracy that had been formed in the effort for speed. It is the accurate worker who wins, and eventually becomes the speedy operator. This follows the right beginning in the development of finger-power and strength by means of the various exercises for all fingers.

"Placing Students in Positions" is an important work, and Ione Duffy, of the Van Sant School, Omaha, gave some suggestions that are helpful. To be successful in this one should become acquainted with the offices and the personality of the employers. The student should be studied carefully, and in sending a young woman to a position judgment should be exercised as to whether she will be able to meet the requirements of the employer. The fitting of personalities is a delicate yet very important piece of work, and it requires that one should study human nature closely and carefully.

"Methods of Arousing and Maintaining Enthusiasm was the subject of the paper of Gertrude O. Hunnicutt, of Lockyear's Business College, Evansville, Ind. To be successful in this the teacher must be filled with interest in her subject and with interest in each pupil. The individuality of the pupil, the environment, home influences, etc., must be studied in order to know how to touch the chord that will stimulate the pupil to the best effort. Above all things avoid ruts. Keep the interest awakened by letting the pupil discover that no two recitations will be conducted exactly alike, and that, therefore, they can not afford to miss one. Be willing at all times to give any service to the pupil who is weak and backward.

The report of R. E. Tulloss of the committee on the scientific keyboard, urged the interchange of the keys *J* and *A*, which was suggested last year, in order that the committee may have a wider data of experience to use in the continuance of its work.

THE SHORTHAND WRITERS' ASSOCIATION OF PHILADELPHIA.

On Tuesday evening, January 24, 1911, a score or more of wide-awake, progressive male stenographers of Philadelphia gathered in the office of O. L. Detweiler, official court reporter of Common Pleas Court No. 2, of Philadelphia, and formed an association for the improvement of its members in the practice and knowledge of shorthand, to be known as The Shorthand Writers' Association of Philadelphia.

A preliminary meeting had been

held in the Y. M. C. A. Building, 1421 Arch Street, early in January, to discuss this proposition, and a temporary organization was formed at that time by the selection of S. K. Taylor as temporary chairman, and J. B. Furman as temporary secretary. A committee was appointed to draw up constitution and by-laws for the government of the association, and a membership committee was appointed to secure new members.

At the preliminary meeting Mr. Detweiler spoke informally of the vast good that could be accomplished by such stenographic associations and urged all progressive and ambitious stenographers to become connected with them. In such associations stenographers can prepare themselves for the difficult and arduous work that the expert court reporter is called upon to do, by practising and making himself qualified to do that work when the opportunity arises.

The Philadelphia court stenographers are very much interested in the formation of this association and will aid it in every possible way to insure its success.

The association is open to all male stenographers of Philadelphia and full information concerning it may be received from the secretary.

The officers of the association are as follows: President, Stanley K. Taylor, 3810 Manayunk Ave., Wissaickon, Philadelphia, Pa.; vice-president, Ralph A. Weiss, 4549 N. Gratz Street, Philadelphia, Pa.; secretary-treasurer, Joseph B. Furman, Box 188, 1421 Arch Street, Philadelphia, Pa.

EIGHTH ANNUAL CONVENTION OF THE CONNECTICUT BUSINESS EDUCATORS' ASSOCIATION.

This important meeting was held January 28, in the rooms of Gutchess College, Bridgeport. In the absence of President R. A. Brubeck, of New London, the meeting was called to order by the vice-president, J. F. Nixon, of Middletown.

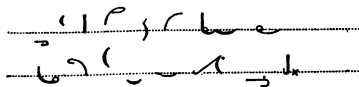
The members were cordially welcomed to Bridgeport by the mayor, E. T. Buckingham, as teachers of business subjects gathered in a business city. A fitting response was made by Stephen D. Gutchess, who recalled the origin of business training, the improvements made since then, and who spoke of business teachers as "efficiency-makers."

N. B. Stone, of Yale Business College, New Haven, talked interestingly of "Commercial Law," citing cases to show the value of the subject.

K. C. Atticks, of the Passaic (N. J.) High School, spoke on "Outlining the Work in Penmanship," emphasizing the need of training in good plain writing and the necessity for home practise work. This was discussed by E. M. Huntsinger, of Hartford, and Miss Dearborn, of Meriden.

After a paper on "Arithmetic" by G. S. Kimball, of the Yale Business College, New Haven, Flora B. Pryor, of the Waterbury Business College, read a paper on "Making First-class Typewriter Operators," enumerating the main points in preparing good operators, some of the difficulties and some "tried" remedies. This paper led to active discussion participated in by many members.

After a complimentary luncheon at the Stratfield, as guests of the



Underwood Typewriter Company, the members reassembled to witness the typewriting contest for the state championship and the Brown Trophy, followed by the school contest for the Stone Medal. The results were as follows:

pany and to the Bridgeport hosts who so cordially welcomed the association, which was unanimously carried.

The officers elected for the new year are: President, J. F. Nixon, Middletown; vice-president and

State Championship Brown Trophy, Thirty Minutes from Copy.

	Gross.	Per Min.	Errors.	Penalty.	Net.	Net Per Min.
Ethel E. Eccles.....	3063	102 1-10	65	325	2738	91 8-30
Caroline Church.....	2318	77 4-15	151	755	1563	52 1-10

School Contest Stone Medal, Fifteen Minutes from Copy.

	Gross.	Per Min.	Errors.	Penalty.	Net.	Net Per Min.
Alta M. Risdon.....	953	63 8-15	40	200	753	50 1-5
Mary T. O'Donnell...	768	51 1-5	9	45	723	48 1-5
Louise Taylor	832	57 7-15	26	130	702	46 4-5
Grace Wolf	922	61 7-15	48	240	682	45 7-15
Francis Oefinger	870	58	44	220	650	43 1-3
Francis Hill	770	51 1-3	45	223	545	36 1-3
Edgar Daukindt	715	47	72	310	335	23
Howard Gregory	543	36 1-5	51	225	228	15
Edgar Daunais	789	52	122	610	179	12
Signe Rasmussen	600	40	116	580	20	1 1-3

A cup, to take the place of the Brown Trophy, the Stone Medal, and a medal for championship of students in shorthand, are offered for next year.

The business meeting was called to order at four o'clock. N. B. Stone moved a vote of thanks to the Underwood Typewriter Com-

treasurer, S. D. Gutchess, Bridgeport; secretary, Nellie Hotchkiss, New Britain; member executive committee, H. C. Post, Waterbury.

The returns of the contest having been announced, the association adjourned to meet in New Haven next year.

CORRESPONDENCE.

IN MEMORIAM.

MONROE'S BUSINESS COLLEGE,
111 GRAND STREET,
WATERBURY, CONN.,
February 6, 1911.

Please mail to me the Benn Pitman emblem to be used as a lapel button. I wish to wear the emblem in memory of Benn Pitman, your late president; and it is not saying too much that he was one of the best known shorthand writers and publishers of the present century.

While in Washington last year as a delegate to the Eastern Commercial Teachers' Association, I remember what an unanimous expression of sympathy that body tendered to Mr. Pitman. Without an exception the five hundred or more teachers present arose in a body to express their sympathy for Mr. Pitman during his illness. Mr. Pitman is gone. The good work he has accomplished will live for years to come. May it please Providence to have another great man fill Mr. Pitman's place. W. I. MONROE.

MODERN HELPS.—GRADUATED PHONOGRAPHY.

NORWICH, CONN., }
February 3, 1911. }

The *Nürnberg Stove* came safely; none of the parts were broken. I sincerely wish that when I was picking up the art by myself I could have had such material for reading. It certainly would have helped me very much. The way is made easier for students to-day, in some respects, certainly.

I have been greatly interested in the "Learners' Department" of the *MAGAZINE*; for that is just the way that I began using shorthand in my college work; as the professor was dictating I would put in the logograms and simple words, and gradually changed until I took everything in shorthand. I had no one to make a suggestion to me about the matter, and naturally I feel quite pleased, as I find that the same course is now advocated in the *MAGAZINE*. J. G. WARD.

MORE TESTIMONY IN FAVOR OF THE COMMERCIAL HIGH SCHOOLS.

THE POTTSVILLE COMMERCIAL }
SCHOOL, }
POTTSVILLE, PA., February 4, 1911. }

Referring to the article in your January issue, "Do the Public Schools Turn out Adequately-prepared Shorthand Amanuenses?" by Elizabeth Valter, director of the commercial department, Steele High School, Dayton, Ohio, I wish to state that this class of work, and the results, have not been given just publicity, simply because these public high schools do not advertise, as private schools do. Investigation shows that the graduates of our public commercial schools are holding just as good positions as those

from private schools, and that they are securing these positions immediately after graduation. The Pottsville Commercial School consists of graduates of our grammar and high schools, and I am inclosing a list of a few of those who have gone direct from school to positions named, and who are doing excellent work. We are not hampered with any "dead" languages, but spend our whole time on commercial studies, thus having the pupils' minds centered on something that each one will sooner or later have to handle.

I hope this will be an inspiration for other public school districts to see that they have the commercial work taught in the public schools.

Yours very truly,
T. C. KNOWLES, *Principal*.

[Inclosed with Mr. Knowles's letter was a list of names of 122 graduates of the Pottsville Commercial School, with the name of the employer of each.—EDITOR.]

ANSWERS TO CORRESPONDENTS.

THE PEN PREFERRED TO THE PENCIL.

R. N. D.—On all accounts we prefer the pen to the pencil. Of course there are occasions when it may be convenient to use the pencil, and some reporters even prefer it. But there is a very marked preponderance of opinion in favor of the pen. It makes more legible notes and more permanent notes. It is far less likely to cause writers' cramp than is the pencil. While there may be some possible room for choice on the part of the experienced writer, there can be none in the case of the learner. To him the pen has every advantage. The use of the pencil by the beginner is

almost certain to lead to a slovenly, careless, and, therefore, illegible and slow style of writing. The student who has been taught to write with a pen can at any time or on any occasion use a pencil, if it should be necessary to do so, but the reverse is not true. The student who has been taught to write only with the pencil is sure to be greatly embarrass whenever he begins to write with a pen.

DOTS AND DASHES.

A VENERABLE STUDENT OF SHORTHAND.—The story that Cato, the Censor, began the study of the Greek language at the age of eighty finds its modern parallel in the fact that the late bishop of the Protestant Episcopal diocese of Maryland, Doctor Paret, whose death took place only last month, began the study of shorthand at the age of eighty-two. The *Baltimore Sun* says that he took up the study because he believed by its use he could economize time in preparing his sermons. After becoming sufficiently familiar with the system he began using it constantly. He said he found it convenient and economical. He found, too, a pleasure and diversion in its study that was a satisfaction in itself. He is reported to have said that shorthand is an aid to composition because "the ordinary man always thinks more rapidly than he can write, and the necessary delay occasioned by longhand chirography often affects the continuity of his thought and argument."

WHAT PHONOGRAPHY HAS DONE FOR SOLDIERS' ORPHANS.—The following is clipt from a recent issue of *The Home Weekly*, publishd at

the Ohio Soldiers' and Sailors' Orphans' Home, Xenia, Ohio:

The Pitman-Howard system of Phonography has certainly been productive of both happiness and profit for the pupils of the Institution. Of the eighteen stenographers discharged last year all but four are holding positions. Students have been graduated from the stenography school every year since the work has been introduced into the course of study. Many of the graduates have become very proficient along stenographic lines. No small per cent have become court reporters or have held equally responsible positions with some of the largest manufacturing concerns in the country. The knowledge of stenography has also been the means of producing a college education for many pupils in this Institution, and indeed in the outside world. Pupils desiring a higher education can readily defray their expenses by "working their way," and shorthand has been used for this purpose very profitably.

PERSONAL.

H. ERNEST ANSTIE was appointed, December 12, by the presiding justice of the appellate division of the Supreme Court, First Department, of New York, to be official stenographer of the trial term, Part XI of the Supreme Court of New York County, to fill the vacancy caused by the death of Sidney Ormsby, who was official stenographer of trial term, Part III. Mr. Ryan, who, until Mr. Anstie's appointment, was the shorthand reporter of Part XI, was transferred to Part III to take Mr. Ormsby's place. Mr. Anstie is a skilful writer and enthusiastic follower of Benn Pitman Phonography, and the readers of the MAGAZINE will be given an early opportunity to see a reproduction of his reporting notes.

Handwritten signature
 2-2-V-X Google

SCHOOLS AND TEACHERS.

AMONG many schools that have recently introduced the Bann Pitman system are the following:

Bliss Business College, North Adams, Mass.; Payne University, Selma, Ala.; Montana Institute, Miles City, Mont.; Norris School, Philadelphia, Pa.; New Bedford (Mass.) Evening High School; Fisher Business College, Roxbury, Mass.; Marionville (Mo.) College; Robert College, Constantinople, Turkey; White River Valley Union High School, South Royalton, Vt.; Stephens College, Columbia, Mo.; Groton (Mass.) High School; Milton University Business College, Baltimore, Md.; North Platte (Neb.) High School; Madison (Maine) High School; Young Men's Christian Association, Camden, N. J.

CHARLES H. MCGUIRE (certificated), who has been in charge of the commercial department of the Austin (Texas) High School since the opening of the present school year, has started the shorthand department with the beginning of the second semester, the *Phonographic Amanuensis* being the adopted text. Mr. McGuire was formerly in charge of the commercial work in the Cony High School, of Augusta, Maine.

PEIRCE SCHOOL, Philadelphia, held its forty-fifth graduation exercises in the auditorium of the American Academy of Music, January 27, on which occasion the annual address was delivered by the Rev. Dr. James Burrell, of the Marble Collegiate Church, New York City. Diplomas were presented by John A. Luman, vice-president of the school, to a large class of graduates, who were then addressed by Rev. Dr. Charles L. Goodell, of Calvary M. E. Church, New York, City.

ARTHUR A. SMITH, of Steelton, Pa. has issued an interesting booklet containing a list of the persons to whom in the course of his long experience he has taught Bann Pitman Phonography, together with a statement of the positions they now occupy. While Mr. Smith's pupils are for the most part to be found in the employ of the Pennsylvania Steel Company, at Steelton, (where many of them have graduated from the stenographer's desk to some of the most important posts in that great organization) there are many others scattered through the various states of the Union, and in foreign lands as far apart as Japan and South Africa. Surely this is a record of

which any teacher of Phonography might well feel proud, and we congratulate Mr. Smith upon it.

THE GRADUATES of the shorthand department of the Latter-Day Saints Business College, of Salt Lake City, have organized a permanent association having for its purpose the continued improvement of its members as shorthand writers, mutual assistance in the matter of securing employment and promotion, and the maintenance of friendly social intercourse. The association, which began with 150 members on its rolls, holds business meetings once a month. The organization was effected through the well-directed efforts of Frank W. Otterstrom, head of the shorthand department of the L. D. S. Business College. But now that it is fairly started he wisely declines the presidency of the new association and insists that the young people manage its affairs by themselves, which they are doing with evident success and with great promise for the future.

OBITUARY.

ANDREW C. WELCH.

Andrew C. Welch died on February 4, at his Washington residence, in the Alden, after an illness of five days.

Mr. Welch had been for twenty-six years a member of the corps of official reporters of the debates of the National House of Representatives, and he was at the time of his death the senior member of the corps. He was appointed by Speaker Carlisle, in 1888, to fill the vacancy in the House corps caused by the death of J. K. Edwards. Immediately before that he had been for two years one of the official stenographers to committees of the House. Prior thereto he was connected with the Pension Bureau—first as stenographer, and finally as special examiner.

Mr. Welch was born in Newcastle-on-Tyne, England, in 1844, and learned Phonography while a printer's apprentice in the office of

a newspaper of his native city. Here he developed into a newspaper reporter, and, as was common in those days, in England, made much use of his shorthand as a news-gatherer. After a connection with several newspapers in England and Wales, he came to this country in 1871, and, making his home in Memphis, he followed the printer's trade, doing occasional work reporting trials in the courts of Tennessee, and, on one occasion, an important investigation for the legislature of that state. He was also at one time city editor of the *Nashville World*.

He removed to Nashville and had built up an excellent general reporting business there when the offer of a position in the Pension Bureau took him to Washington, where he spent the remainder of his professional life. He remained a citizen of Tennessee, however, and his summers were spent on a beautiful farm he owned near Nashville.

He was a man of vigorous health and but for the accident of a pneumonia infection might have lived for many more years of professional activity. In all the twenty-six years of his service in the House corps of reporters he mist only one day from sickness up to the time of his last illness.

Mr. Welch is survived by his wife, his son, George, and four grandchildren.

The portrait shown on the cover page of this issue of the *MAGAZINE* was recently made, and shows him in the act of dictating a transcript to the graphophone.

DANIEL W. BOND.

Hon. Daniel W. Bond died at his home, Waltham, Mass., on Sunday,

January 22. Judge Bond had been for twenty-one years a justice of the Superior Court of Massachusetts, and died after a brief illness.

He was born in 1838, in Canterbury, Conn., and in early life taught school in rural communities of that state. In 1857 he learned Phonography and was a student of the earliest publications issued from the Phonographic Institute by Benn Pitman. At this time, and occasionally in later years, he found time to give phonographic instruction to a goodly number of pupils.

He graduated with honors from the Columbia Law School in 1862, having made effective use in his college work of his command of Phonography. From 1863 to 1876 he practiced law in New England and in the last-named year became district attorney of the northwestern judicial district of Massachusetts. In 1890 he was appointed by Governor Brackett to the superior bench, the duties of which he performed with high credit during the remainder of his life. While on the bench Judge Bond made constant use of Phonography in taking notes of cases on trial, and he is quoted as having said on this subject:

My notes have assisted me to recall the evidence and to refresh my recollection without troubling the court stenographer to read to me. I also find shorthand useful during the trial in making minutes of matters to be referred to in the charge to the jury.

In speaking of the departed jurist, Governor Foss of Massachusetts said, since his death:

He was an eminent jurist, a just judge, farseeing in his decisions on the knotty tangles of the law coming before him, and withal sympathetic and kindly. His service to the commonwealth during the past twenty years has been without blemish and he is indeed a loss to Massachusetts and her courts.

[Learners' Department.]

HAWTHORNE'S BIOGRAPHICAL STORIES.—Continued.

good knight, alighted,
ground directed little
old hat more
child seemed
kept sent
wind.

[To follow Lesson XL]

brought
playmate."
made little
attendants wonderful spectators
aged beards humbled child
bent beards swept
little not dared contra-
dict Everybody around acted
that naturally that
Great inhabitants created benefit
amusement after ascend-
ed father's
little exclaimed lifting

hands playmate
about

"Send send"

happened need sending
rugged, bold-faced little
courtiers attendants greeted broad doublet
put soiled
spent abashed

little
somewhat ashamed

made taught
elders prided greatly
asked questions introduced
little dignified extended hand, not
that might

"cried hand
that hand?"

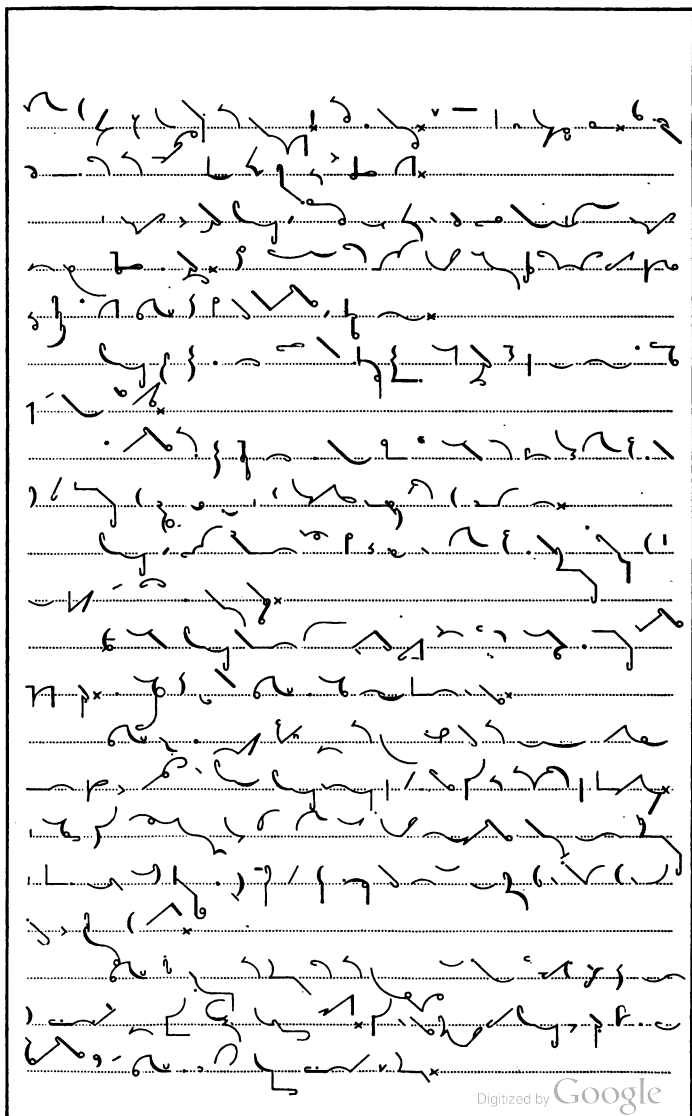
courtiers confounded
 laughed that little spirit that
 sort
 entered sent
 separate
 acquainted whether peasants
 another's (diverted can-
 not (played blind
 hundreds
 spent
 great
 gilded under
 attendants offered
 bended thought that
 supernatural seemed quite need
 matters fate ordained
 that good not
 shouts elder
 likewise heard order everybody
 tumult made that

[In the Amanuensis Style.]

LAMBS' TALES FROM SHAKESPEARE.—Continued.

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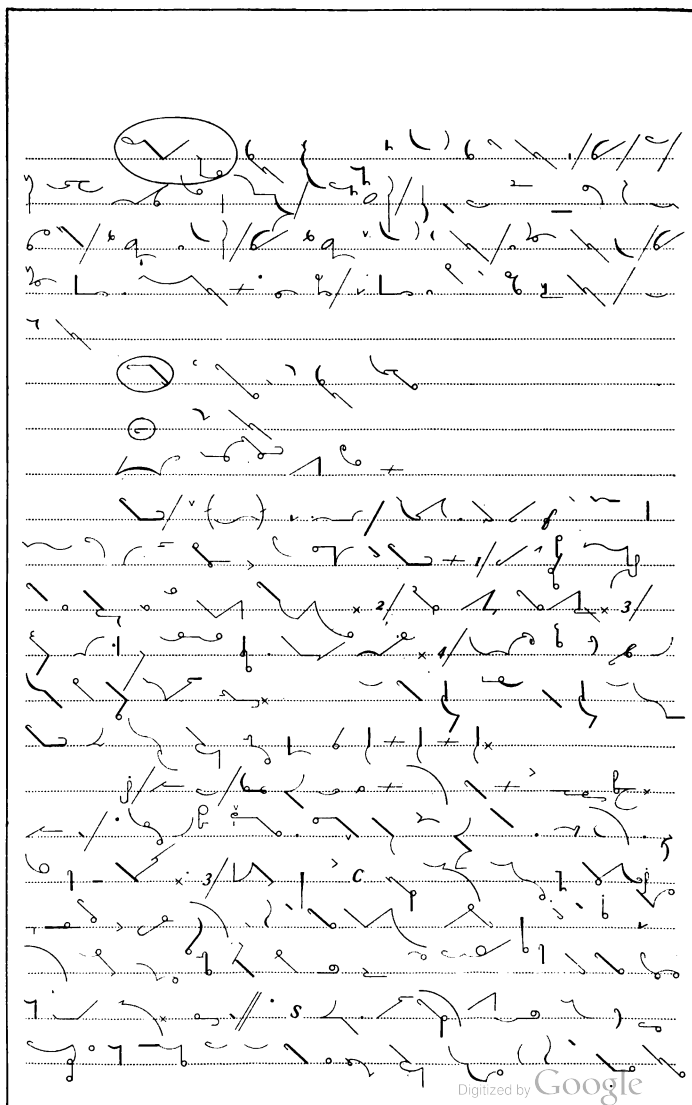
Handwritten musical notation on a five-line staff, featuring various notes, rests, and bar lines. The notation is dense and covers the entire staff area.

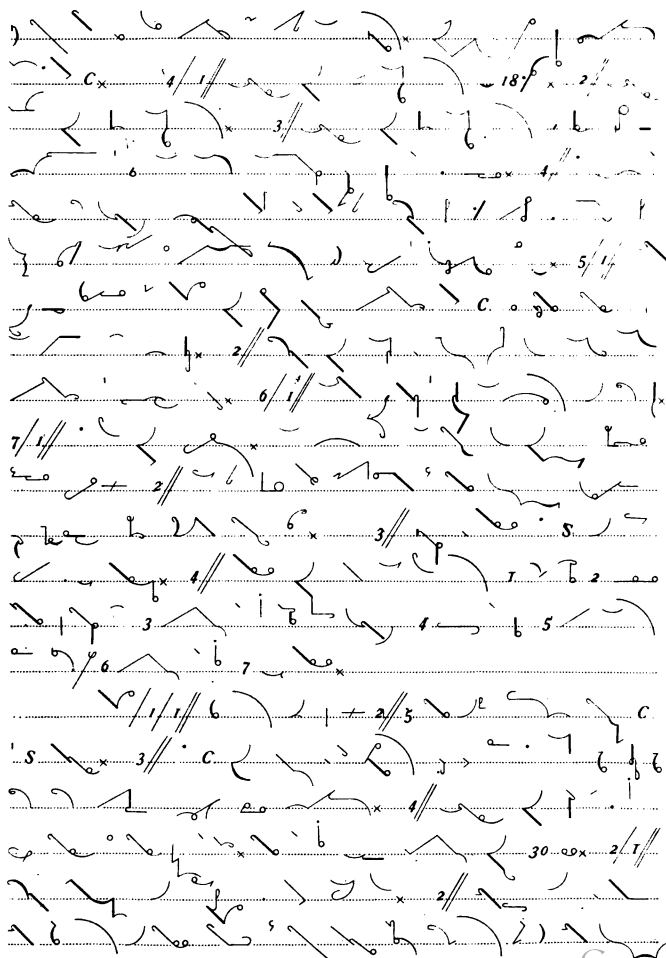


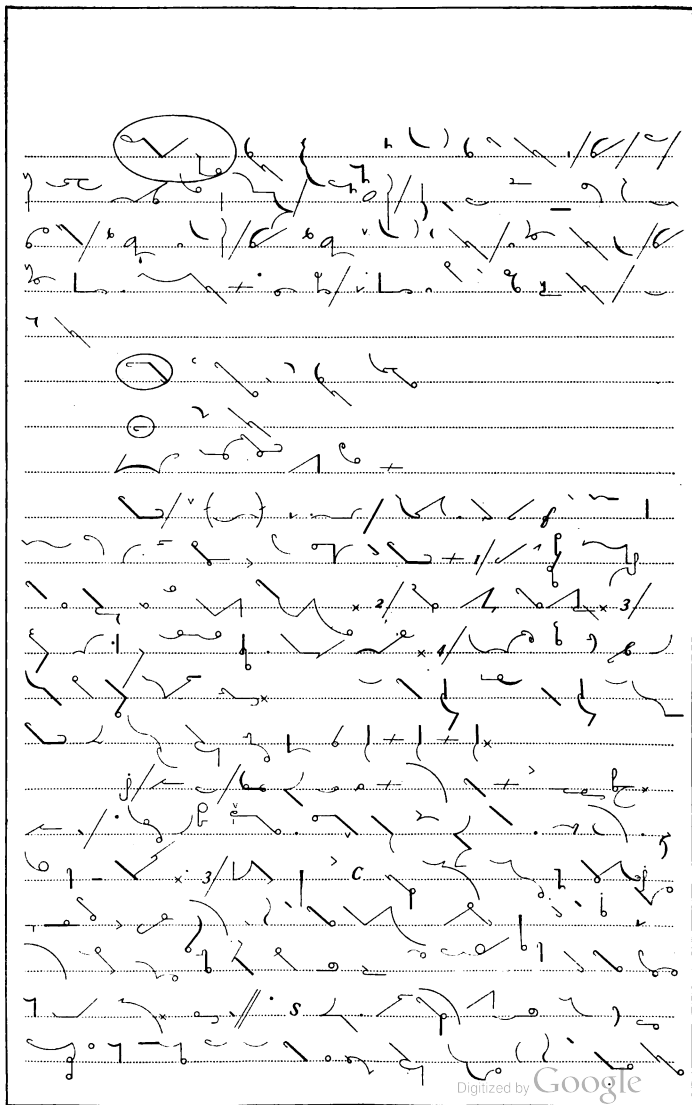
[In the Reporting Style.]

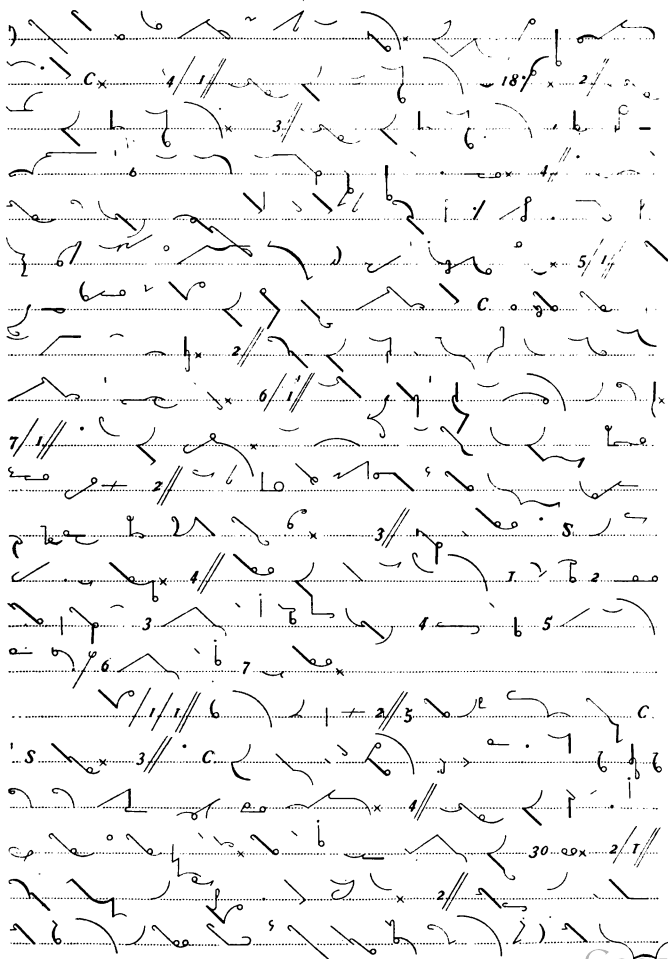
TESTIMONY IN UNITED STATES V. MITCHELL.—Continued.

1/2 3/4 5/6 7/8 9/10 11/12 13/14 15/16 17/18 19/20 21/22 23/24 25/26 27/28 29/30 31/32 33/34 35/36 37/38 39/40 41/42 43/44 45/46 47/48 49/50 51/52 53/54 55/56 57/58 59/60 61/62 63/64 65/66 67/68 69/70 71/72 73/74 75/76 77/78 79/80 81/82 83/84 85/86 87/88 89/90 91/92 93/94 95/96 97/98 99/100 101/102 103/104 105/106 107/108 109/110 111/112 113/114 115/116 117/118 119/120 121/122 123/124 125/126 127/128 129/130 131/132 133/134 135/136 137/138 139/140 141/142 143/144 145/146 147/148 149/150 151/152 153/154 155/156 157/158 159/160 161/162 163/164 165/166 167/168 169/170 171/172 173/174 175/176 177/178 179/180 181/182 183/184 185/186 187/188 189/190 191/192 193/194 195/196 197/198 199/200 201/202 203/204 205/206 207/208 209/210 211/212 213/214 215/216 217/218 219/220 221/222 223/224 225/226 227/228 229/230 231/232 233/234 235/236 237/238 239/240 241/242 243/244 245/246 247/248 249/250 251/252 253/254 255/256 257/258 259/260 261/262 263/264 265/266 267/268 269/270 271/272 273/274 275/276 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Q. Who initiated you? A. Wesley Smith, John Osborne, and others.
Q. Did you take the obligation of the order--the oath? A. I did, sir.

Q. I will read an obligation to you, and ask you if--

Mr. Johnson: State to us what the obligation was.

Mr. Corbin: I propose to read it.

Mr. Johnson: No, sir; let him state what the obligation was.

The Court: He is entitled to read the obligation, and ask the witness if he ever heard that obligation before.

Mr. Johnson: Without first asking him what the obligation was? That is telling the witness what the answer is. Our view is that, in relation to an obligation or an oath, the party must state from recollection, if he can recollect, what was the character of the obligation.

Mr. Corbin: We have no objection to asking the general question.

Q. First, what was the obligation and purpose of the Klan? A. The obligation, sir, that I took, was that I should not divulge any part of the secrets of the Klan that I had joined; and it was for the purpose of putting down Radical rule and negro suffrage.

Q. What was the general object and purpose of the order? A. That was the purpose of the organization, sir.

Q. Have you ever heard the constitution and by-laws of the order read? A. I heard it read, sir, when I was initiated.

Q. How were you initiated? Describe to the jury the process of initiation. A. I was knelt down, sir, and the oath was read to me, and then the constitution and by-laws were read to me, sir.

Q. Now I want you to look at that constitution and by-laws, and say whether that was the constitution and by-laws of the order.

(Counsel past to witness a paper purporting to be the obligation, constitution and by-laws of the Ku Klux Klan, which witness examined.) A. Sir, that is, in substance, the same that I heard read. This obligation is the same, sir, and I think the constitution is the same, in substance.

Mr. Corbin: We propose to read that paper, may it please your Honors.

Mr. Johnson: Let us see it first, before you read it

The paper was handed to counsel for defense.

Mr. Stanbery (to the witness): This paper that they have handed you, did you ever see this particular paper before? A. Yes, sir.

Q. When? A. I saw it in Colonel Merrill's office, at Yorkville.

Q. When did you first see it there? A. It was about one week ago, sir, I think, now, as well as I remember.

Q. That is the first time you ever saw it? A. Yes, sir; that is the first time I ever saw that paper.

Q. You saw the same paper, however? A. Yes, sir; I saw the same document, and on another paper--the same instrument.

Q. But the document you speak of is not this identical paper? A. No; not that paper.

Mr. Corbin: We propose to read this paper, if the Court please.

The Court: Read the paper.

Mr. Chamberlain, of counsel for the prosecution, read the document referred to, as follows:

OBLIGATION.

I, (name), before the Immaculate Judge of Heaven and Earth, and upon the Holy Evangelists of Almighty God, do, of my own free will and accord, subscribe to the following sacredly binding obligation:

1. We are on the side of justice, humanity, and constitutional liberty, as bequeathed to us in its purity by our forefathers.
2. We oppose and reject the principles of the Radical party.
3. We pledge mutual aid to each other in sickness, distress, and pecuniary embarrassment.
4. Female friends, widows, and their households shall ever be special objects of our regard and protection.

Any member divulging, or causing to be divulged, any of the foregoing obligation, shall meet the fearful penalty and traitor's doom, which is Death! Death! Death!

CONSTITUTION.

Article 1. This organization shall be known as the --- Order, No. ---, of the Ku Klux Klan, of the State of South Carolina.

Article 2. The officers shall consist of a Cyclops and Scribe, both of whom shall be elected by a majority vote of the order, and to hold their office during good behavior.

Article 3. It shall be the duty of the C. to preside in the order, enforce a due observance of the constitution and by-laws, and an exact compliance to the rules and usages of the order; to see that all the members perform their respective duties; appoint all committees before the order; inspect the arms and dress of each member on special occasions; to call meetings when necessary; draw upon members for all sums needed to carry on the order.

Sec. 2. The S. shall keep a record of the proceedings of the order, write communications, notify other Klans when their assistance is needed give notice when any member has to suffer the penalty for violating his oath, see that all books, papers, or other property, belonging to his office are placed beyond the reach of any but members of the order. He shall perform such other duties as may be required of him by the C.

Article 4.--Section 1. No person shall be initiated into this order under eighteen years of age.

Sec. 2. No person of color shall be admitted into this order.

Sec. 3. No person shall be admitted into this order who does not sustain a good moral character, or who is in any way incapacitated to discharge the duties of a Ku Klux.

Sec. 4. The name of a person offered for membership must be proposed by the committee appointed by the Chief, verbally, stating age, residence, and occupation; state if he was a soldier in the late war; his rank; whether he was in the Federal or Confederate service, and his command.

Article 5.--Section 1. Any member who shall offend against these articles, or the by-laws, shall be subject to be fined, and reprimanded by

the C. as two-thirds of the members present at any regular meeting may determine.

Sec. 2. Every member shall be entitled to a fair trial for any offense involving reprimand or criminal punishment.

Article 6.--Section 1. Any member who shall betray or divulge any of the matters of the order shall suffer death.

Article 7.--Section 1. The following shall be the rules of order. Any matter herein not provided for shall be managed in strict accordance with the Ku Klux rules:

Sec. 2. When the Chief takes his position on the right of the Scribe, with the members, forming a half circle around them, and, at the sound of the signal instrument, there shall be profound silence.

Sec. 3. Before proceeding to business, the S. shall call the roll and note the absentees.

Sec. 4. Business shall be taken up in the following order:

1. Reading the minutes.
2. Excuse of members at preceding meeting.
3. Report of committee of candidates for membership.
4. Collection of dues.
5. Are any of the order sick or suffering?
6. Report of committees.
7. New business.

BY-LAWS.

Article 1.--Section 1. This order shall meet at ---.

Sec. 2. Five (5) members shall constitute a quorum, provided the C. or S. be present.

Sec. 3. The C. shall have power to appoint such members of the order to attend to the sick, the needy, and those distressed, and those suffering from Radical misrule, as the case may require.

Sec. 4. No person shall be appointed on a committee unless the person is present at the time of appointment. Members of committees neglecting to report shall be fined thirty cents.

Article 2.--Section 1. Every member, on being admitted, shall sign the constitution and by-laws, and pay the initiation fee.

Sec. 2. A brother of the Klan, wishing to become a member of this order, shall present his application, with the proper papers of transfer from the order of which he was a member formerly; shall be admitted to the order only by a unanimous vote of the members present.

Article 3.--Section 1. The initiation fee shall be ---.

Article 4.--Section 1. Every member who shall refuse or neglect to pay his fines or dues, shall be dealt with as the Chief thinks proper.

Sec. 2. Sickness, or absence from the county, or being engaged in important business, shall be valid excuses for any neglect of duty.

Article 5.--Section 1. Each member shall provide himself with a pistol, Ku Klux gown, and signal instrument.

Sec. 2. When charges have been preferred against a member in a proper manner, or any matters of grievance between brother Klux are brought before the order, they shall be referred to a special committee of three or more members, who shall examine the parties and determine the matters

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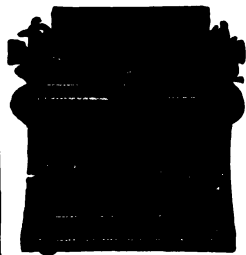
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